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ABSTRACT

In 1971, the French National Assembly adopted new legislation on Technological and continuing education which attempts to bridge the widening gap between classroom and career by extending effective career education to greater members of French citizens. To interest students in technological and vocational education and to dispel the prejudices against it, the new law provides for better dissemination of information about careers in industry, technology, and the crafts. Other provisions of the law: (1) require that equivalencies be established between diplomas in general academic courses and those in programs of technological and vocational education, (2) state that all teachers of general academic subjects are to enjoy the same professional status whether they teach in academic high schools or technical schools, (3) provide for skilled workers and technicians to receive teaching leave during which they may give courses of instruction, (4) define the role of apprenticeships, (5) provide for career education programs to be offered in two phases--one before students complete formal education and one on a periodic basis after students leave school, and (6) require that industry share a part of the costs of providing programs of continuing professional education. Following the discussion of the legislation are suggested research areas which may be of interest to American educators. (SB)

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Recent Educational Policy and Legislative Developments Abroad

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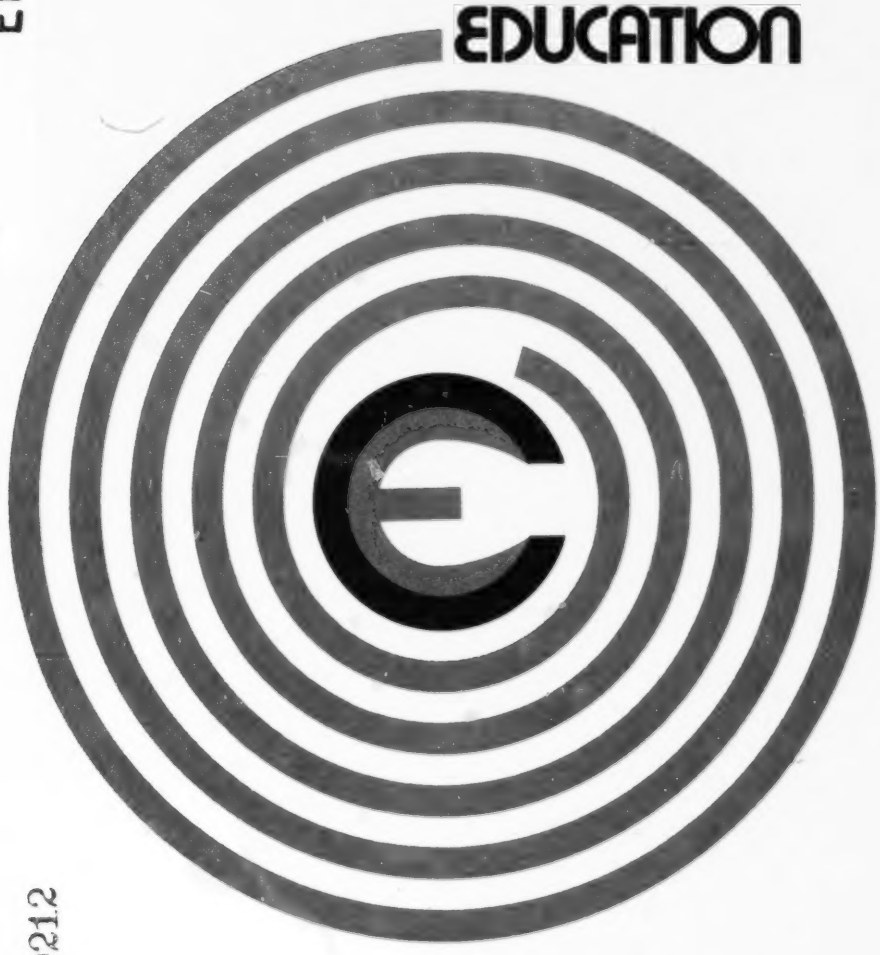

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Recent Educational Policy and Legislative Developments Abroad

A FRENCH APPROACH TO CAREER EDUCATION

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An introductory interpretation of the French legislation of July 16, 1971, on vocational, technological, and continuing education.

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FOREWORD

Dr. Wanner's analysis of the French legislation of July 16, 1971, on vocational, technical, and continuing education is a timely study of progressive action in a different national setting on an important topic of common concern. The study will appeal to American educators especially because of the widespread acceptance of career education as one of the top priorities in education in the United States.

It is interesting and useful to see how the French educational system has chosen to meet the technological demands of modern society in the context of the humanistic heritage of France. American readers will note a variety of similarities and differences in relation to their own national experience. Among the aspects of special interest are the provisions for facilitating continuing education, for policy and planning linkage between government and business and industry, and for cost-sharing provisions for continuing education.

The current publication illustrates several of the practical values of contemporary studies in comparative education:

- helping to communicate the commonality of educational problems faced by many nations around the world,
- enabling us to share the experience of other nations in trying to solve or alleviate common problems, and
- broadening our knowledge of the range of options that might be considered, enriching our stock of ideas, and bringing to our attention functioning examples of alternative concepts and approaches that can be examined for possible adoption or adaptation in helping solve current problems or meet other challenges within the American educational system.

Robert Leestma
Associate Commissioner for
International Education

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1. Introduction

On July 16, 1971, the French National Assembly adopted new legislation[1] on technological and continuing education that is bold, far reaching, and of considerable interest to American educators working to develop models of career education.

This legislation, part of the wide-ranging renewal of French education underway since 1959, was given particular impetus by the student disorders of May 1968, which convinced French officials that the ever-widening gap between classroom and career had to be bridged. The new laws are not completely original in concept, incorporating as they do certain provisions of earlier legislation on technological and continuing education promulgated since 1959.[2] They are, however, a dramatic new expression of a long tradition of career and vocational education in France that extends back at least to the guilds of the Middle Ages.[3]

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[1] Law No. 71-575, Pertaining to the Organizing of Continuous Professional Training within the Framework of Continuing Education; Law No. 71-576, Relating to Apprenticeship; Law No. 71-577, Concerning Guidance in the Field of Technical Training; and Law No. 71-578, On the Financial Sharing of Employers in Primary Technical and Professional Training. All these laws were passed on July 16, 1971, and published in the *Journal Officiel de la République Française* of July 17, 1971, pp. 7035-46.

Implementation of various aspects of these laws has already begun. See the *décrets* and *arrêtés* of July 26, 1971, Dec. 6, 1971, Apr. 12, 1972, and May 19, 1972. Further information concerning their implementation can be found in ministerial circulars of Oct. 11, 1971 and Mar. 10, 1972.

[2] See the laws of July 31, 1959, Dec. 3, 1966, and Dec. 31, 1968.

[3] For a brief history of technical education in France, see–Antoine Léon. *Histoire de l'Education Technique.* Paris: Presses Universitaires de France, 1961. Léon's *La Révolution Française et l'Education Technique* (Paris: Société des Etudes Robespierristes, 1968) also provides valuable background material.

2. An Educational Priority

The need for reordering national educational priorities to extend effective career education to greater numbers of French citizens has been clearly stated in recent years by respected educators. In May 1970, a committee of the Organisation for Economic Co-operation and Development (OECD), reviewing national policies of education, said that ". . .the advent of a scientific and technical society has also imposed new requirements on French education at all levels. . ." and that ". . .what is required above all is an altered scheme of values which gives adequate recognition and prestige to technical studies throughout the educational system and which gives all students the choice at a relatively early age to learn essential facts about their technological environment and to discover their interests and abilities in this field."[1] Though directed specifically to the French experience, this observation seems valid for many other highly developed nations as well as some that are in the process of development.

Secretary of State for Education, Pierre Billecocq, endorsed the OECD examiners' observation by stating that the ever-increasing complexity of economic and technological activity calls for greater knowledge from a greater number of people and that French society can no longer ". . .be content with an initial transmission of knowledge to an elite."[2]

Not only does 20th century economic reality require the nation to have a work force capable of responding to the sophisticated demands of the international marketplace, but French officials believe also that the principles of democracy and their national heritage of *liberté, egalité, et fraternité* likewise have their imperatives in the field of education. At the very least, these require that each citizen have the opportunity to acquire the knowledge necessary to lead a life that is fully human; that is to say, sufficient formal education to enable him to reflect upon his own life and the world about him and to contribute in some way to the development of the society in which he lives.[3] The Fifth Republic has formally stated that it considers its responsibilities to provide such opportunities to be "une obligation nationale."[4] It will attempt to meet this obligation not only by passing on the nation's cultural heritage as the schools have done so successfully in the past, but also by providing each school leaver with a marketable skill in a technological society.

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[1] *Reviews of National Policies for Education: France.* Paris: Organisation for Economic Co-operation and Development, 1971. pp. 30-31.

[2] Ibid. p. 155. Since the laws of July 16, 1971, were passed, there have been some significant changes in the French Cabinet. On July 6, 1972, President of the Republic Georges Pompidou named Pierre Messmer to replace Jacques Chaban-Delmas as Premier. Pierre Billecocq became Secretary of State to the Minister of Foreign Affairs, in charge of Cooperation. The Minister of National Education, Olivier Guichard, was named Minister of Equipment, Housing, and Regional Development and Tourism. Joseph Fontanet replaced Guichard as Minister of Education.

[3] Olivier Guichard. "Au Conseil National de la Formation Professionnelle, de la Promotion Sociale, et de l'Emploi," *l'éducation,* 101. Apr. 29, 1971, pp. II-III.

[4] Law No. 71-577 July 16, 1971, art. 1; and Law No. 71-575, July 16, 1971, art. 1.

3. Increasing the Prestige of Vocational and Technological Education

The framers of the new legislation have attempted to come to grips realistically with the fact that, traditionally in France as in the United States, it has been difficult to interest students or their parents in technological and vocational education. Legally and administratively, *l'éducation technologique et professionnelle* is an integral part of the educational system. In practice, it has had little prestige, popular or professional, in a status and credential conscious society and has remained, unjustly perhaps, on the periphery of academic and pedagogical respectability. The reasons for this are many and complex, but three have stood out:

1. The general, fragmented structure of vocational and technical education and the consequent lack of coordination with other programs of study.
2. The absence of an integrated, official program of guidance for young people who might be interested in vocational and technical education.
3. Historical and cultural prejudices against "non-humanistic" education on the part of many teachers, students, and parents.[1]

These prejudices remind one of those which in the 15th and 16th centuries combated the introduction of humanistic studies into the university, and later vigorously opposed the acceptance of the vernacular and the new physical sciences. Whatever the impact of the past, however, former French Minister of Education, Olivier Guichard, has observed that, as France approaches the 21st century, general culture cannot suffice where competence and specific skills are needed. Moreover, in a world that is technologically oriented, there can be no true culture without a certain understanding of the uses of technology. "Everyone knows this," said Guichard, "but the logical consequences of it have not been drawn, and so it must be done by law. In stating clearly that the education of our children must provide them with some professional competence and that this implies necessarily a certain technical and scientific sophistication, you [the Assemblée Nationale] will transform what is already an objective fact into a requirement of law."[2]

To interest students in technological and vocational education and to dispel the prejudices against it, the new law provides for better dissemination of information about careers in industry, technology, and the crafts. Each school is required to offer its students guidance and counseling services and provide them with up-to-date information about the nature of such jobs and the training programs for them that are available in the schools.[3] Furthermore, counselors

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[1] "Lancement d'une Campagne Pro-Technique," *l'éducation*, 69, May 28, 1969, p. I.

[2] Olivier Guichard. "De Nouvelles Orientations pour les Enseignements Secondaires," *l'éducation*, 108, July 16, 1971, p. I. It is interesting to contrast the emphasis of Guichard's remarks with those made by André Maurois 10 years earlier. "Because we lack technicians, we may be tempted to sacrifice humanities to technical education, but we must remember that no technician will be an efficient leader of men if he has no general culture." André Maurois, "A Frenchman Appraises U.S. Schools," *Saturday Review*, Apr. 15, 1961. The writer is indebted to Dr. William W. Brickman for this reference.

[3] The newly instituted Office National d'Information Sur les Enseignements et les Professions (ONISEP) is to help schools and interested individuals obtain appropriate information.

are to give students projections of future employment possibilities in these fields in the light of the most recent social and economic factors affecting them. From the eighth grade on, introductory courses in the role of economics and technology in society (*"une initiation economique et sociale et une initiation technologique"*) are to be given to all pupils.[4] Minister of Education Guichard personally encouraged adoption of these courses.[5] U.S. Commissioner of Education S.P. Marland, Jr., underscored the importance of instruction such as this when he described it as teaching ". . . survival skills—the interpersonal and organizational understanding without which one simply cannot exist in a modern nation-state. . . ."[6]

There is little doubt that the new laws of July 1971 give much more than cosmetic attention to the rather pedestrian face of technological and vocational education. They attempt to better the image by improving the product.

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[4] Law No. 71-577, July 16, 1971, arts. 4-6.

[5] Olivier Guichard. *L'Education Nouvelle.* Paris: Plon, 1970, pp. 63-65.

[6] S. P. Marland, Jr. *Career Education–300 Days Later.* Before the annual convention of the American Vocational Association, Memorial Coliseum, Portland, Oreg., Dec. 6, 1971.

4. Diploma Equivalencies

Article 10 of the "orientation law" (No. 71-577) is of particular significance. It requires the Ministry of Education to establish equivalencies between diplomas in general academic courses and those in programs of technological and vocational education. Such equivalencies will permit trained technicians and workers to qualify for certain positions of public employment that formerly had been available only to holders of academic diplomas. Moreover, the law provides that the possession of a diploma in technical education can be required for acceptance in certain public positions or for the pursuit of certain studies.[1] These provisions are representative of the French Government's willingness to use its bureaucratic power to reinforce and implement its commitment to broaden prevailing concepts of professional preparation and career education.

Of particular interest to the practical minded is the stipulation in article 8 that technological and vocational diplomas may carry the notation that upon completion of training the graduate demonstrate ability to practice a specified professional skill in an up-to-date manner. Also the concept of the "educational raincheck" enables the holder of certain diplomas and certificates to return to school periodically without loss of academic credit or standing. Under the provisions of the new law, the student would be paid during this further training and study and would enjoy the same status and privileges under law as other students.[2] Special programs of study and professional formation would be available in technical schools, in university-level institutes, in a formal apprenticeship, or in programs of continuing education.

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[1] Law No. 71-577, July 16, 1971, art. 11.
[2] Law No. 71-575, July 16, 1971, title III.

5. Improvement in Teacher Status

Equal Qualifications

In an attempt to improve the status of teachers in vocational schools, the new laws state that all teachers of general academic subjects are to enjoy the same professional status whether they teach in academic high schools or technical schools.[1] Teachers in both kinds of schools are to have the same qualifications, receive the same salary, and have the same opportunities for professional advancement. Instructors specializing in industrial and technical subjects must have a professional standing in their field equal to that of their academic colleagues. They are required, moreover, to take special courses in teaching methods and to maintain professional contacts. Some commentators see the Government's willingness to accept the recruitment and salary expenses of such highly skilled teachers as a measure of its commitment to the upgrading of vocational and technological education.[2]

Teaching Leave

Interestingly enough, the law provides for skilled workers and technicians to receive, at their request, teaching leave (*congé enseignement*) during which they may give courses of instruction in their specialty either in industry-based training programs or in technical schools.[3] This provision of law strengthens the working relationship between industry and the schools and helps provide a source of teacher-practitioners who are often in short supply. It is also of particular interest to educational planners because the salary expenses of these specialized instructors, which can be considerable, are shared by school authorities and industry.[4]

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[1] Law No. 71-575, July 16, 1971, title III, art. 17.

[2] Bernard Roux. "Enseignement Technique et Formation Professionnelle: Nouveau Textes," *Education et Developpement*, 71. October 1971, p. 50.

[3] Law No. 71-575, July 16, 1971, title III, art. 7, X.

[4] For an overview of the training of technological and vocational teachers in France and several other countries, see the UNESCO publication: *Technical and Vocational Teacher Education and Training*. A study prepared by the Section of Technical Education and Technical Teacher Training, EDS, UNESCO, and ILO. July 1971.

6. Government Liaison with Business and Industry

The French Government seems genuinely interested in using the knowledge and expertise of the business and industrial community in planning programs of career education. To assure that they remain responsive to the real needs of society, governmental-industrial teams periodically review existing programs of vocational and technical education in terms of changes in society and new scientific, technological, economic, and social developments.[1]

This cooperation is organized on the highest administrative level by an Interministerial Committee (*Comité Interministériel*) of which the Prime Minister is chairman and the Minister of Education is vice chairman, and by a standing committee of high-level executives (*Groupe Permanente de Hauts Fonctionnaires*) whose chairman is appointed by the Prime Minister. These committees are assisted by advisory councils on the national, regional, and departmental levels composed of representatives from government, industry, organized labor, education, and family and welfare associations. These councils formulate governmental policy on career education and decide which private initiatives in vocational and technological education are to be state approved and thus eligible for funding.

The existence of such councils on the regional and departmental levels (a provision of the law which enjoyed wide support in the Chamber of Deputies[2]) expresses a deepening interest in decentralization recently shown by French officials.[3] Educators and industrial planners are hopeful that if these advisory bodies function properly, school-based and other programs of career education will, in fact, respond to the real and not the imagined needs of French society.

In this respect, it is important to note M. Guichard's insistence that however specialized a trainee's program of study, or however responsive that program is to current needs, he is to be given enough humanistic and general education to enable him, at some later date, to continue his study or even to change careers.[4]

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[1] Law No. 71-575, July 16, 1971, art. 2-3; and Law No. 71-577, July 16, 1971, art. 14-16.

[2] Bernard Roux. "Enseignement Technique et Formation Professionnelle: Nouveau Textes," *Education et Developpement*, 71. October 1971, p. 51.

[3] "Decentralization Call," *Times Educational Supplement*. Nov. 19, 1971, p. 17.

[4] Olivier Guichard. "Developper et Renover les Enseignements Technologiques et Professionnels," *l'éducation*, 101. Apr. 29, 1971, pp. II-III.

7. Renewed Apprenticeship

There is in France a long tradition of artisanal and industrial apprenticeship which officials believe can continue to make important contributions to vocational and technological training. Old forms are to be restructured, of course, to meet the changing needs of changing times, but apprenticeship, as such, offers a flexibility and diversity of approach that few more formal programs of vocational training can match. It also demonstrates, in the clearest terms, the relationship between theory and practice. Furthermore, at a time when many young people are apprehensive of the impersonal image of big business and industry, an apprenticeship allows for the human dimension and encourages a personal relationship between the apprentices and the craftsmen who instruct them.

The new law of July 1971 defines apprenticeship as a form of education whose purpose is to give younger workers who have satisfied minimum academic requirements a general, theoretical, and practical training with a view toward obtaining professional qualification attested by a certificate of technical instruction. This training, which is covered by a contract, will be obtained partly in a business and partly in a center for apprenticeship training.[1]

By incorporating the apprenticeship program into the general context of career education, officials hope to improve its quality and to give apprentices (youths 16 to 20 years of age) greater legal protection. The new stipulations governing apprenticeship will go into effect over a period of 5 years beginning July 1, 1972.

In order to avoid the "dumping ground" image that apprenticeship programs have often had in the past, young people entering them will be required to have completed 9 years of compulsory general education. A student who has not completed the 9th grade will be required to take a special 1-year preparatory course before beginning an apprenticeship.

The relationship of the apprentice to his employer will be formalized by a contract which will assure a program of professional training leading to a recognized diploma. This is one of the key elements of the new law since it guarantees to each French youth the right to at least a minimum level of professional training.

Employers are considered by the law to be more or less *in loco parentis* and are ". . .obligated to contact the parents or guardians of a minor apprentice when he is ill or absent, or in any other event that might occasion their intervention."[2] Employers are not permitted to take on new apprentices unless they can assure them places in an approved training center and must pay a wage equal to the level determined by an advisory committee of labor and business experts.

The Government considers the apprenticeship system an important point of contact and cooperation with business and industry in the training of young workers. Consequently, the Government assumes most of its costs.

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[1] Law No. 71-576, July 16, 1971, art. 1.
[2] Law No. 71-576, July 16, 1971, art. 21.

8. Education Over the Course of a Lifetime

Convinced that ever-accelerating technological, economic, and scientific change is one of the few constants in modern society, French Government officials have given priority status to programs of continuing education.[1] They believe that it is primarily through such lifelong education and regular possibilities for retraining and adaptation to changing realities that workers can hope for any long-range professional competence and job security.[2] French Government officials also feel that many citizens, including some with adequate professional formation, will need continuing education of some sort to help them cope with rapid societal changes on the personal level. Some recent research supports these views.[3]

Programs at Two Levels

According to the provisions of the laws of July 1971, career education programs will be offered in two phases. The first, *formation professionnelle initiale,* will be offered before a student completes formal schooling; the second, *formation professionnelle continue,* on a periodic basis after he has left school and taken a position in commerce or industry. The purpose of the programs of continuing education, the law states explicitly, is to assist workers in adapting to new methods and conditions of work, in developing fully as persons, and in advancing socially.[4] To attain these ends, courses in humanistic subjects as well as technical training will be offered. Former Prime Minister Chaban-Delmas considered these programs of continuing education to be as necessary to the well-being of contemporary French society and its economy as the compulsory education of the young.[5]

The Worker's Sabbatical

Perhaps the most interesting provisions of the new legislation are those granting workers time off to attend Government-approved programs of continuing education (*congé formation*). "All during their active life, salaried workers. . .who wish to take training courses approved by the state. . .have the

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[1] Law No. 71-575, July 16, 1971.

[2] Jacques Chaban-Delmas. "La Réforme des Enseignements Techniques de l'Apprentissage et de la Formation Professionnelle Permanente," *l'éducation,* 107. June 10, 1971, pp. II-III.

[3] See, for example, the conclusions of a research project carried out under the chairmanship of Torsten Husén at the Stockholm Institute of Education and published under the title *Utbildning år 2000* (Education in the Year 2000). (Stockholm: Bonniers, 1971.) An English edition is in preparation.

[4] Law No. 71-577, July 16, 1971, art. 1.

[5] Jacques Chaban-Delmas. op. cit. p. III.

right, upon making a formal request to their employer, to time off."[6] The time off, which can extend up to 1 year, is "company time"; that is to say, it is considered as time on the job. The employee continues, during the period of training, to receive salary and build up vacation, seniority, and fringe benefits. During this period, the Government pays part of the employee's salary.[7] Most workers are eligible for the *congé formation* after 2 years on the job. This requirement is waived for young workers between 16 and 20 years of age who have neither a professional certificate nor a contract of apprenticeship. Holders of vocational-technical diplomas or university degrees must wait until their diplomas are at least 3 years old before they are eligible for further training.

The worker's sabbatical is intended not only to assure an initial minimum vocational preparation for the young but also, and especially, to provide for working people throughout their careers realistic possibilities for continuing professional education and personal growth. By using sabbatical leaves intelligently, a worker will be able to continue formal education literally until retirement.

The Government has committed its financial backing and administrative support to the following kinds of training programs:

1. **Transitional and preventive**
   Both of these training courses are open to persons less than 18 years of age. The purpose of the transitional program is to prepare salaried workers[8] whose employment has been interrupted because of job requirements of a differing nature, and to allow owners of farms and unsalaried members of their families (or members of unsalaried, nonagricultural occupations) to enter new lines of occupational activity. The preventive program is designed to reduce the risk of workers becoming disqualified and threatened with dismissal because they have not been trained in new techniques and organizational structures. It prepares workers for a change of activity, either within the framework of the same company or elsewhere.

2. **Adaptational**
   The purpose of these courses is to give workers presently employed and paid by their company (especially young people with a professional certification) "easier access" to their present job or to a new job.

3. **For occupational advancement**
   Open both to salaried and to unsalaried employees, these courses help to increase the level of employees' qualifications.

4. **For maintaining or improving knowledge**
   Open to salaried employees under a work contract or to unsalaried employees, these courses help employees maintain or improve their present qualifications and cultural level.

5. **For preliminary training, training, or preparation for a professional livelihood or specialization**
   These courses are open to young people from 16 to 18 years of age who have no work contract.[9]

[6] Law No. 71-575, July 16, 1971, title III, art. 7.
[7] Ibid. title IV.
[8] The term "salaried worker" is not used here in distinction to "hourly rated employee" as it is sometimes used in American business and industry.
[9] Law No. 71-575, July 16, 1971, art. 10, 1-5.

It is the responsibility of the *Conseil d'Etat* to establish procedures for using the *congé formation.*[10] Employers may stagger the leaves of employees so as to disrupt normal business procedures as little as possible. They may also enter into a tripartite agreement (*convention de formation professionnelle*) with the training center and the Government to determine the precise length and content of the courses offered, the methods of teaching and evaluation, and the percentage of the costs that each party will pay.[11]

Sharing the Costs

The costs of providing programs of continuing professional education are borne for the most part by the National Government with some obligatory participation by industry. The nature and extent of the Government's role is partially determined by the recommendations of the Interministerial Committee for Vocational and Technological Education, arrived at after deliberation and consultation with appropriate professional and labor organizations. Governmental assistance takes such forms as assuming construction and equipment costs, supporting the organizational and operating expenses of the training centers, and totally or partially remunerating the student-workers who take the courses.

Private enterprise is also required by law, however, for reasons both pragmatic and ideological, to participate in the costs of these expanded educational opportunities. In the first place, the financial assistance of industry, even on a limited scale, helps offset the enormous costs of this program to the state. And secondly, the Government wishes labor and business to become "social partners" with Government (*des partenaires sociaux*) and assume a joint responsibility for providing programs of continuing education to those who need them. Government spokesmen are attempting to convince businessmen not only that they have a social responsibility to their workers but also that money spent in training employees is one of the soundest investments a business can make.[12]

Specifically, each business of 10 or more employees will be required to contribute to the support of continuing education programs. In 1972 this tax will amount to .8 percent of the annual payroll. By 1976 the percentage will rise to 2 percent of the payroll. Employers who provide "in-house" educational programs for employees, expend funds in sending them to training centers, or contribute to approved organizations dedicated to furthering vocational, technical, and professional education can have all or part of this tax refunded.[13] It is thus advantageous for an employer to encourage employees to pursue the training programs for which they are eligible since he gets in return both a tax rebate and advanced training for his work force.

Interestingly enough, business enterprises of more than 50 employees are required to present evidence to governmental officials that their boards of directors have seriously discussed the whole question of further education for employees and made some determination as to company policy on this matter.[14]

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[10] Law No. 71-575, July 16, 1971, title III, art. 8, V.
[11] Ibid. title II.
[12] Jacques Chaban-Delmas. op. cit. p. 111.
[13] Law No. 71-575, July 16, 1971, art. 14.
[14] Ibid. art. 15.

9. Some Related Thoughts

This new French experience in continuing vocational education may suggest certain areas of further research that American educators interested in career education may wish to investigate.[1] The normal caveats of cross-cultural and cross-national comparisons and borrowings are, of course, invoked.

To the degree that it is possible in a decentralized system of school administration, officials might attempt to establish a series of nationally recognized vocational and technological diplomas not unlike the hierarchy of *certificats, brevets,* and *diplômes* that give official sanction to a French youth's professional competence.[2] American efforts in this direction–such as the Educational Testing Service's national test for the certification of auto mechanics now under development–as well as French and other foreign models could serve as points of departure for further research.[3] It is possible that by earning official diplomas such as these and thus acquiring more visible professional certification, working people might gain a feeling of personal achievement and a sense of professional pride that is at present, perhaps, not possible. There would also be in such a program a built-in element of consumer protection, since the public would be assured of certain minimum standards of achievement for all "certified workmen." Equivalencies between these vocational and technological certificates and the traditional academic diplomas would be established so that civil service and other jobs requiring traditional academic paper credentials such as a high school diploma or a college degree would be open to all who had reached a predetermined level of career education.

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[1] For an overview of the U.S. Office of Education's current activity in this area, see–Robert M. Worthington (Associate U.S. Commissioner of Education, Bureau of Adult, Vocational, and Technical Education). *Comprehensive Personnel Development for Career Education.* Keynote address at the Fourth Annual Leadership Development Seminar for State Directors of Vocational Education, Las Vegas, Nev., Sept. 15, 1971.

[2] For an easily intelligible schematic description of these awards see–*The Educational Movement in France: 1968-1971, Mémoires et Documents Scolaires.* Paris: Institut National de Recherche et de Documentation Pédagogiques, 1971. pp. 26-27. Among the most common vocational and technological certificates granted in the secondary school are the *Certificat d'Education Professionnelle* (C.E.P.), the *Certificat de Formation Professionnelle* (C.F.P.), *Brevet d'Enseignement Professionnelle* (B.E.P.), *Certificat d'Aptitude Professionnelle* (C.A.P.), *Brevet d'Enseignement Agricole* (B.E.A.), *Brevet Professionnelle Agricole* (B.P.A.), *Brevet de Technicien,* and the various scientific and technical *baccalauréats* leading to the Instituts Universitaires de Technologie, the Higher Faculties, and the Grandes Ecoles.

[3] The Educational Testing Service (ETS), Princeton, N.J., in cooperation with the Automobile Manufacturing Association (AMA) and the National Automobile Dealers' Association (NADA) is developing a test for general auto mechanics that could become part of a national certification program for mechanics. Those who pass this test will be awarded a certificate of professional competence that will gain in prestige as the test becomes more widely known. Ben Shimberg is directing this project for the ETS, Clay McCustion for the NADA, and Robert Lusk for the AMA. *ETS Developments,* Fall 1971 XIX:1:1. This writer is indebted for this reference to Mrs. Betty George of the Institute of International Studies, U.S. Office of Education.

Another idea that merits close attention is the "worker's sabbatical" (*congé formation*).[4] In the general context of this practice, American educators might well rethink the traditional concepts of compulsory education. One might envision, for example, a situation in which young people were not obliged to remain in school for 9 or 10 consecutive years but could leave after obtaining some minimum vocational qualification with the right to return at no cost whenever in the future they might choose to do so. They would be allowed to resume their education on a full-time or part-time basis at least until their credit of state-guaranteed free education had been exhausted.

If vocational programs were permitted to begin on the sixth-, seventh-, or eighth-grade level, and if workers were truly guaranteed paid time off from their jobs at some future date to continue their education, a flexible concept of compulsory education such as this would be possible without in any way posing a threat to the rights of the young to an education. Such a concept would, in fact, have the advantage of providing students with marketable skills while respecting their individual learning patterns; it would afford them, in addition, a real option to decide when they are ready for more advanced general education or vocational training. It would be possible to structure and integrate the courses and training programs offered so that the student need never, at any time, meet an academic or professional dead end. Such a program could conceivably have the further advantage of defusing potentially explosive secondary school situations by allowing students who are not interested in school an alternate route to professional training and general education. In the interest of national literacy and the common good, various safeguards could be built into the system to guarantee that every citizen had completed a minimum amount of formal education by the age of 25 or 30.

It is even possible that such an approach to compulsory education could produce a better and more broadly educated public than can our present system. In this respect, Olivier Guichard remarked recently that it is often the novelty of contact with the realities of career training that stimulates young people's interest in study. "By sticking close to the realities of life, by offering a variety of approaches, and by accelerating our programs, we shall arrive at a point when everyone leaves school with a professional qualification which will allow him to enter society under favorable conditions. And that is a significant improvement."[5]

The practice of *congé enseignement,* which allows skilled workers time off from work to teach their specialty, is still another idea that might be examined with profit by American educators.[6] One of the most serious problems of vocational and technological education during periods of full employment is the inability of many schools to match the high salaries that experienced and skilled technicians can command in industry. If the business-industrial community, the Federal Government, and local school authorities could share the salary expenses of "visiting technician-teachers," it is likely that all would benefit and the quality and relevance of instruction would increase. In fact, the general procedures for funding these new French initiatives might be of interest to American educational planners as they examine alternative sources for financing public education.[7]

Finally, far more important than possible avenues of further research and experimentation that may develop is the fundamental fact that the French laws

[4] See pp. 9-11. Some union contracts in the United States have provisions for further training not unlike the "workman's sabbatical." This is not yet, however, a common practice.

[5] Olivier Guichard. "De Nouvelles Orientations pour les Enseignements Secondaires," *l'éducation,* 108. June 17, 1971, p. II.

[6] See p. 6.

[7] See appendix B.

of July 1971 have officially recognized the equality of vocational and technological training with traditional university preparatory education and, in a prestige-conscious society, have granted it *droit de cité*.

Likewise, the commitment to continuing education, which, in France as in the United States, has for many years been a pious educational cliché, has been formalized in ways that will allow every citizen to continue education well into mature years. Thus, education that is truly oriented toward a career may be pursued on a regular basis throughout that career.

An open-ended educational structure such as this seems to offer real possibilities of responding to the needs of a rapidly changing technological society. One might note, in conclusion, that it would also have been responsive to the comments of a young educator in the court of Louis XIV who in 1686 observed: "It seems to me that we should adapt our courses of study to the present state of our society and study those things which are of some use in the world; for we cannot change the needs of society to accommodate our courses of study."[8]

[8] Claude Fleury. *Traité du Choix et de la Méthode des Etudes.* Paris, 1686.

APPENDIXES

APPENDIX A.

Law No. 71-577, Concerning Guidance in the Field of Technical Training: July 16, 1971

Article 1. Continuing education constitutes a national obligation. Its objective is to provide for every generation the training and development of men, to permit their acquisition of knowledge and all of the intellectual or manual skills that will contribute to their greater maturity as well as their cultural, economic and social progress.

Article 2. Courses in universities and other schools have as their purpose the providing of basic knowledge and the elements of a general education, including scientific and technical data, to prepare students for certification and to contribute to their perfection and their adaptation to the requirements of their prospective livelihood.

Article 3. In all educational institutions, the departments and competent public organs must make available to its faculty, students, and staff all of the data that may prove useful for the various teaching procedures and occupations, as well as scientific, technical and economic perspective that contribute to the growth of employment.

These data are to be elaborated, made available, and disseminated, especially by those organs of the institution whose task is that of information, education and guidance.

This is designed to facilitate the choice of a livelihood and of a method of education, as well as prospective occupation; it constitutes one of the elements of scholastic and professional guidance.

Article 4. The training given to all students of the second year of instruction shall necessarily include economic, social, and technological initiation.

Article 5. Technical courses of instruction consist of all the means provided to insure initial professional training and ongoing training for the various sectors of the economy.

Article 6. Technical instruction must permit those who pursue it to enter their profession at every level of certification and should give them easier access to later training.

Special provisions will be made for handicapped children.

Such instruction will provide a complex of training that can be extended from the third year of secondary education to schools of higher learning, inclusively.

These courses comprise a program for initiation or application to the professional field. This program shall be the subject of a contract between the educational institution and the business.

Methods of technical instruction may relate to full-time, alternate, or simultaneous educational programs.

Article 7. Institutions or technical instruction departments providing full-time training are also responsible for providing, in conjunction with the various occupational sectors, an apprenticeship in accordance with the terms of Law No. 71-576 of July 16, 1971, and ongoing occupational training in accordance with the terms of Law No. 71-575 of July 16, 1971.

Article 8. Certificates or diplomas for technical education are acquired from universities or other schools, by apprenticeship, or by ongoing occupational training.

Pedagogy, aptitude testing, and the acquisition of knowledge can differ according to the specific characteristics of each of these educational paths.

The certificates or diplomas for technical education may carry a notice that their bearers have also passed tests affirming the currency of their knowledge.

These certificates or diplomas are to be entered on an official list; the entry is to be considered legal if it is presented by the National Minister of Education.

Those certificates or diplomas that certify a course of professional training provided by institutions that are not under the control of the National Minister of Education are

entered, under conditions determined by decree, on the official list as provided for in the preceding paragraph.

Article 9. At the highest level of education and research, technological disciplines are established by diplomas earned within the framework of the Law of Guidance in Higher Education of November 12, 1968, or of the Law of July 10, 1934, relating to the receipt of an engineering diploma.

Article 10. Equivalencies are established between diplomas in general courses and those in technical courses, so as to permit the holders of diplomas attesting the latter courses to satisfy requirements made of candidates for public employment or for the pursuit of studies, or for participation in educational assignments.

Article 11. The possession of a diploma in technical education can be required for acceptance in certain public positions or for the pursuit of certain studies.

Article 12. A certificate conveying "educational credit" can be issued to the holders of certificates and diplomas in technical education, in view of the possibility of their resuming their studies at a higher level, benefiting from the provisions of Law No. 71-575 of July 16, 1971, pertaining to organization of ongoing occupational training within the framework of continuing education, with respect to the courses designated as "occupational advancement".

Article 13. Two obligatory provisions for community contracts eligible for extension in accordance with Article 31 of Chapter IV and following, of Section II of Book I of the Labor Code, and Article 14 shall be added, edited to be read as follows:

"14. The elements essential to the determination of occupational classifications and of the level of certification, and especially particulars related to professional diplomas or their equivalent, on condition that these diplomas were established more than one year previously."

This provision shall take effect as of January 1, 1973.

Article 14. The arrangement of courses, programs, and certification of studies in the field of technical education are to be established and periodically revised in terms of results obtained, the growth of civilization and scientific, technical, economic and social progress.

To this end, an ongoing collaboration is to be organized between the state, commercial companies, chambers of skilled trades, chambers of agriculture, professional organizations of employers and salaried workers, fraternal organizations, and representatives of the teaching profession.

Article 15. At the regional and provincial levels, this collaboration is to be worked out within the regional and provincial committees created in compliance with Article 2 of Law 71-575 of July 16, 1971, pertaining to organization of ongoing occupational training courses within the framework of continuing education, as well as for training courses offered by institutions of higher learning, within the framework of regional councils on higher education and research, set up by the Law for Guidance in Higher Education, No. 68-978 of November 12, 1968.

Article 16. The provincial committees on occupational training, social advancement and employment shall be called upon to present their opinions on the requests for recognition by this state presented by private institutions of technical and professional learning (commerical, industrial or agricultural). These committees are to be replaced, under conditions determined by decree, by provincial committees on technical instruction, set up in accordance with Article 9 of the Code of Technical Instruction, provincial committees on technical instruction, provincial committees on professional instruction and training for agriculture, set up in compliance with Law No. 60-791 of August 2, 1960, and provincial commissions on employment.

These committees shall exercise jurisdiction over specialized subcommittees, presided over by a representative of the administration and made up of an equal number of a) representatives of public and private educators, b) professional organizations and bodies of employers and salaried workers, and c) representatives of the administration.

Article 17. Officials of the faculty of institutions of technical education are recruited and trained for general courses at the same level under the same conditions as professors commissioned to provide such teaching in conventional and modern educational institutions.

Members of the technological disciplines are recruited in accordance with previous requirements for training and professional practice.

They must posses a certification corresponding to that of general educational instructors at the same level.

After recruitment, both must receive training, either in the same institutions or in specialized institutions for the training of instructors.

These are expected to take courses in the professional field.

Article 18. Contracts concluded between the state and employers or members of unsalaried occupations shall permit any certified person to teach a course in public institutions of technological education.

Article 19. Teaching personnel in the field of technological education shall be entitled to further training and transitional courses of instruction, with a view to the following:

The ongoing training of officials facing the possibility of reassignment and possible promotion or conversion to a new field.

Pedagogical improvement of professional workers, as provided for in the above Article.

Improvement of associate instructors serving in institutions of public instruction, with a view to preparing them for examinations relating to their recruitment into the various faculties.

Article 20. Ministers holding a trusteeship over technical instruction shall present each year, on behalf of the Law of Finances, a separate report on the state of instruction and compliance with the present Law.

Article 21. Articles 1 and 2 of the Code of Technical Instruction are abrogated.

Article 22. Decrees in the Council of State shall determine as needed the conditions for compliance with the present Law.

The present Law shall be enforced as a Law of the national government.

Done at Paris July 16, 1971.

GEORGES POMPIDOU.

APPENDIX B.

The Financing of the New Laws: July 16, 1971

1. Law No. 71-575, sections IV, V, and VI[1]

Law No. 71-575 of July 16, 1971, Pertaining to the Organizing of Continuous Professional Training Within the Framework of Continuing Education.

* * * *

SECTION IV.

Assistance from the State

Article 9. The state shall cooperate in financing agencies for occupational training and social advancement, in line with priorities and criteria for mediation, as defined by the Interministerial Committee on occupational training and social advancement, after discussion with the professional organizations and unions within the context of instances provided for this purpose.

The financial contribution granted by the state can pertain to the cost of conducting the training courses as well as, when circumstances require, the cost of constructing or equipping the centers of training.

For this purpose the Prime Minister or the appropriate ministers of the Cabinet, when applying Article 4 of the present law, shall draw up standards, the details of which are to be defined by decree.

When these standards apply to training centers administered by one or more businesses, they shall be subjected, before their final drafting, to discussion by the board or boards of the interested company or companies, by applying the provisions of the third paragraph Article 2 of the ordinance of February 22, 1945, as amended by Article 2 of Law No. 66-427 of June 18, 1966.

The state also shares in the cost of remunerating trainers for occupational instruction in accordance with the rules determined in accordance with Section VI of the present law.

Article 10. Financial assistance from the state can be granted for any of the types of training agencies listed below:

1. Courses of training categorized as "transitional" and "preventive", open to persons less than 18 years of age. The purpose of the first category is to prepare salaried workers whose employment has been interrupted due to job requirements of a differing nature or to allow owners of farms and unsalaried members of their families or members of unsalaried, nonagricultural occupations to enter new lines of occupational activity; the second category of courses is designed to reduce the risk of disqualification due to the development of new

[1] A complete English translation of this law may be found in—Herbert E. Striner. *Continuing Education as a National Capital Investment.* Kalamazoo, Mich.: W.E. Upjohn Institute for Employment Research, 1972.

techniques and organizational structures, to workers threatened with dismissal, by preparing them for a change of activity, either within the framework of the same company or elsewhere.

2. Training courses categorized as "adaptational". The purpose of these courses is to give easier access to one's present job or to a new job for workers presently employed and paid by their company, especially young people with a professional certification.

3. Courses categorized as "for occupational advancement", open both to salaried and unsalaried employees, for the sake of helping them to increase their level of qualifications.

4. Courses categorized as "for maintaining or improving knowledge", open to salaried employees under a work contract or to unsalaried employees, for the sake of maintaining or improving their present qualifications and cultural level.

5. Courses for preliminary training, training, preparation for a professional livelihood or specialization, open to young people from 16 to 18 years of age who have no work contract.

Article 11. Funds made available by the state for financing agencies for ongoing occupational training are assigned to the service budget of the Prime Minister or to the budget of the appropriate Cabinet members.

A statement summarizing the funds needed for the coming year and restating the job description of those who received grants during the previous year and the year now in progress will be presented each year as supporting evidence for a Bill of Appropriation. This statement will also describe the use of the employer's share of contributions as this applies to Section V of the present law.

Article 12. Funds corresponding to the responsibility assumed by the state, as this applies to paragraph 2 and 3 of Article 9 above, are included in the Prime Minister's budget under the heading of "Funds for Occupational Training and Social Advancement".

These funds may also be used to underwrite the financing of studies or controlled experiments.

Funds relating to payments and allowances furnished directly by the state to occupational training instructors or reimbursed by the state as an application of the present law, belong to the budget of the Prime Minister.

SECTION V.

The Share Paid by Employers for the Financing of Ongoing Occupational Training

Article 13. Every employer with a minimum of ten salaried workers, with the exception of the state itself, local communities, and their public institutions of an administrative nature, must assist in the development of ongoing occupational training by contributing each year to the financing of training agencies of the type defined in Article 10 of the present law.

Article 14. The employers must set aside for the financing of training agencies provided for in Article 13 an amount which in 1972 shall represent at least 0.80% total salaries paid during the current year, as defined by Article 231-I of the General Revenue Code. This rate will be increased to 2% by 1976.

This obligation may be met as follows:

1. By financing training agencies patronized by their own personnel.

These agencies are to be organized either within the company or by the application of standards drawn up in conformity to the provisions of Section II of the present law.

Expenses incurred in this connection by the company are retained in their entirety, without deducting any assistance that may be received from the state under the terms of the present law.

When the training agencies are organized within the company, these expenses can be allocated as program operating expenses, payment of instructors, and equipment and materials, whenever such materials are used exclusively for the training program.

When the training agencies are organized outside the company, under contracts of one year's duration or longer, the expenses charged on a sharing basis, as instituted by this section of the present law, shall correspond in part to fees paid by the company and in part to training expenses incurred by the training organization in its performance of said contracts, which shall include those relating to equipment and materials.

2. By contributing to compensation-training funds, as provided for by Article 32 of the present law.

3. By making payments, up to a limit of 10% of total shareholdings for the current year, to organizations which are either approved at the national level in proportion to their importance as agencies for the ongoing occupational training of workers or agencies whose importance at the regional level is recognized by the prefect of that region upon recommendation by the regional commission on occupational training, social advancement and competent employment, in conformity with the objectives defined in the first paragraph of Article 1 of the present law.

Article 15. Employers with at least 50 salaried employees cannot be regarded as having conformed to the provisions of this section of the present law unless, having satisfied the obligation provided for in Article 14, they can demonstrate that the Board of Directors of the company has considered the particular problems faced by the company in relation to ongoing occupational training during the year in which they seek to be excused from the above obligation and before they have made overall decisions with respect to the application of the present law.

Employers are excused from presenting such proof upon producing a statement of insolvency, as provided for under Article 13-1 of the Ordinance of February 22, 1945, amended by Law No. 66-427 of June 18, 1966.

Article 16. I. When the expenses demonstrated by the employer in applying Article 14 are less than the share of funding determined by said Article, the employer is responsible for making a payment to the treasurer equal to the difference that has been ascertained.

In cases where the employer does not give proof in fulfillment of the terms of Article 15, the payment for which he is responsible under the terms of the preceding paragraph shall be raised to 50%. This increase cannot be less than half of the share due for the year under consideration.

The payment becomes due and payable at the same time that the declaration provided for under Article 19 is filed.

This payment is recorded and collected in accordance with those methods and under the securities, guarantees and sanctions that apply to taxes on business profits.

II. Claims are presented, prepared and judged in the same manner as that of taxes levied on business profits. Decisions are communicated via the department in charge of examining the validity of expenses incurred under the terms of Article 14, when the decision of the court pertains to the amount of expense that the employer agrees to share.

Article 17. Employers who over the course of a year incur expenses amounting to more than that provided for under the terms of Article 14 of the present law may report the excess amount over the subsequent three-year period.

Article 18. Payments made by employers under the heading of a "parafiscal" tax allocated to occupational training are taken into account by calculating the "appointed share" in accordance with Article 13 above.

Article 19. I. Employers are required to remit to the competent revenue office a statement in duplicate which indicates among other things the amount of the appointed share for which they are responsible and the effectively current expenses in accordance with Article 14.

The declaration of employers mentioned in Article 15 must be accompanied either by the minutes of deliberations by the board or a report of insolvency.

II. The statement provided for in paragraph I above must be presented at the latest by April 5 of the year following that in which the expenses defined under Article 14 have been incurred.

If the business becomes involved in a suspension of payments or bankruptcy suit, the statement pertaining to the current year and, where required, that pertaining to the preceding year are filed within ten days of the suspension of payments or bankruptcy action. In the event of the decease of the employer, these statements are to be filed within six months following the date of decease.

In case of court settlement or complete liquidation of goods, the statement is to be submitted within ten days of the date of judgment.

Article 20. The agents commissioned by the prefix can require the employer to show proof that he has satisfied the obligations imposed by Articles 14 and 15 of the present law and may make the necessary investigations.

These agents are subject to the rules of professional secrecy and the limitations determined by the general revenue code.

Article 21. The provisions of this section of the present law shall take effect as of January 1, 1972.

For each of the years 1973, 1974 and 1975 the amount of shared revenue provided for under Article 14 of the present law will be determined by financial law, in accordance with the present need for ongoing occupational training.

Article 22. Certain decrees by the Council of State shall determine, as needed, the conditions under which the present section shall be applied, particularly the following:

Definition of expenses envisioned in paragraph 1 of Article 14 above.

Conditions of the approval provided for under paragraph 3 of Article 14.

Conditions under which the provisions of Article 15 above shall be applied to companies employing less than 50 salaried workers, in which the establishment of a board is not obligatory.

The methods of setting up the program and the content of the statement provided for under Article 19 as well as the receipt of revenues by those competent to receive this statement.

SECTION VI.

Financial Assistance Granted to Occupational Training Instructors

Article 23. The state, employers, workers, and organizations who bear the responsibility of providing compensation to unemployed workers shall assist, in accordance with methods suited to each of the categories of training defined in Article 10 above, in financing the payment of occupational training instructors.

Under certain conditions defined by decree of the Council of State, the instructor is entitled to a loan granted by the state or by the organizations that have been approved for receiving assistance funds from the state.

This loan may be allowed to accumulate along side the indemnities that may be collected in accordance with the provisions of this section of the present law.

Article 24. In order to be entitled to assistance from the state, workers must take training courses that correspond to the categories defined in Article 10 above.

These courses must meet the following conditions:

They must be in accord with standards set up by the state and must provide for revenue sharing as a means of remunerating the instructors.

They must be approved.

They must also be listed in one of the following special categories:

Courses for occupational advancement, leading directly to the compensation provided for in Articles 30 and 31 below.

Courses for the maintenance and improvement of knowledge, leading directly to a compensation calculated under the conditions specified in Article 33 below.

Transitional courses in the sense of paragraph 1, Article 10 above, organized in community occupational training centers for adults within the jurisdiction of the Ministry of Labor, Employment and Population, are approved by that office.

The assistance of the state in remunerating instructors is determined for each category of courses, under the conditions defined in the above articles.

Article 25. I. Workers who take a transitional course, as defined in paragraph 1 of Article 10 above, receive, when this is a full-time program, a remuneration calculated on the basis of the length of their legal work week, this being the number of hours of instruction given by the training center, and by reference to an established scale:

1. For salaried workers, in dependence on the salary of their last position.

2. For unsalaried agricultural workers, in dependence on their usual minimum income.

3. For unsalaried nonagricultural workers, in dependence on income tax withheld, as a basis for calculating health insurance contributions according to the schedule set up by Law No. 66-509 of July 12, 1966.

This remuneration may in no case be less than 90% of the minimum income normally received. This may also constitute a ceiling.

Workers who receive training on a half-time basis are to receive a proportional remuneration calculated under conditions set forth above and on the basis of a period of time fixed by decree.

II. Similarly, workers who take a transitional course of training in accordance with paragraph I of the present Article:

1. Young people who satisfy conditions for the receipt of public unemployment assistance.

2. Young people whose admission to the course occurs less than one year after completing service with the national government.

3. Mothers of families who wish to take a job that requires a certain level of qualification.

4. Unmarried women who have accepted or are accepting the responsibility, legally or de facto, for a third person in their family circle.

Instructors covered by the terms of the present Article are remunerated at a rate proportional to their usual minimum income.

Women caring for three children or, when they are heads of families, have the responsibility for at least one child are entitled to an additional remuneration.

Article 26. The state shall reimburse companies for each worker who takes a preventive course, as defined in paragraph 1 of Article 10 above, and will continue to remunerate such companies, according to the conditions laid down in their work contract, by an amount calculated in terms of salary paid.

Article 27. The scale of remuneration provided for under point one of paragraph I of Article 25 above includes increased rates granted to salaried workers who were dismissed after less than six months, for other than disciplinary reasons, or who are taking a transitional course of instruction organized in line with the standards set up in the first Article of Law No. 63-1240 of December 18, 1963, relating to national employment funds.

Article 28. The amount of remunerative payments provided for under Articles 25-27 above shall include a contribution from the state and, where required, that of coalition organizations set up with the common consent of professional organizations and unions.

In the latter case, a standard approved both by the state and said organizations shall determine the manner in which they share in financing the compensations paid to instructors.

Article 29. Workers who take adaptational courses as defined in paragraph 2 of Article 10 above, are remunerated by their employer under the conditions provided for by their work contract. The state may accept part of the responsibility for this remuneration.

Article 30. Workers who follow a course for professional advancement as listed in the special category of the third paragraph of Article 24 above, when they are not covered by a work contract or when their work contract does not involve remuneration, they shall collect a monthly compensation.

The amount of this compensation, which shall vary in accordance with the level of training received and which cannot be less than the usual minimum salary, is determined each year, taking into account the growth in the ceiling of scoial security contributions.

Nevertheless, for certain periods of training lasting less than one year the compensation may be calculated under conditions prescribed by Article 25 above.

Receipt of the compensation provided for in the present Article shall not be an obstacle to obtaining loans, as established by Article 23 of the present law.

Article 31. The state shall reimburse companies for each salaried worker who follows a course for occupational advancement included in the special list of line three, Article 24 above, and the remuneration shall continue, for an amount equal to the compensation provided for in the preceding Article, within the limits of the salary paid.

The salaried worker shall receive from the state, when his remuneration is less than the compensation provided for above a supplementary compensation, the amount of which is equal to the difference between the compensation granted to instructors not covered by a work contract and the amount of his actual remuneration.

Article 32. When workers entitled by virtue of legislative, regularitory or contractual provisions to a leave of absence to pursue training courses for maintaining or improving

knowledge, as defined by point 4 of Article 10 above, shall receive, by reason of an obligation contracted by the employer, either a substitutional remuneration paid by an insurance-training fund or, in the absence of such a fund, the remuneration provided for by their work contract, the state may take responsibility for a portion of their remuneration, under conditions determined by paragraphs I and II below.

I. The insurance-training fund is fed by contributions which may be paid by the employers and salaried workers in accordance with terms stipulated by the actions which created the fund. These are to be used exclusively for the financing of the operating expenses of training courses and, during the instructional periods, to cover the salary as well as the contributions incumbent upon employers by virtue of their social obligations and the tax on salaries, when these continue to apply by virtue of paragraph II of Article I of Law No. 68-1043 of November 29, 1968, relating to various provisions in the economic and financial realm.

On condition that the insurance-training fund is distinct from that of the enterprise and that it does not reserve the ownership and disposition of money paid into it, the amount of contributions for which employers are responsible shall not be subject to social security contributions or, where applicable, to the salary tax. Under the same conditions, they are deductible from income subject to income tax or corporation tax on the part of the employer. Contributions made by the workers are deductible from the taxable income of the interested parties.

II. In cases where, due to the absence of an insurance-training fund, workers are entitled to a continuance of the remuneration provided for by their work contract, the state may assist in this remuneration if the courses pursued are included in a list established jointly by the employers, organizations and salaried workers unions.

Article 33. Salaried workers entitled to a leave of absence without remuneration for the purpose of taking courses for the maintenance or improvement of knowledge, included in the special list provided for in line 3 of Article 24 above, may receive an hourly compensation, calculated on the basis of their usual minimum salary.

Article 34. When members of unsalaried occupations follow courses of instruction for the maintenance or improvement of knowledge, as defined in paragraph 4 of Article 10 above, the state may assume responsibility for a part of their remuneration, on condition that a fund for the same purpose as that provided for in Article 32 has been set up by and for the interested parties.

Article 35. Young people 16-18 years of age who have not entered an apprenticeship contract and have not fulfilled the conditions that would entitle them to public assistance for unemployment, shall be entitled, when taking courses involving preliminary training, job training, preparation for professional life, or specialization, as defined by paragraph 5 of Article 10 above, to compensations and social benefits equivalent to allowances and benefits allotted to college students taking technical courses.

Nevertheless, until a date to be set by decree, compensations exceeding those provided for in the preceding paragraphs may be provided only on a temporary basis. Their rate is to be fixed once a year, taking account of the growth in maximum contributions to social security.

The interested parties are covered by health insurance, so that they shall have the same type of rights as their parents with respect to social security. They shall apply directly to the family allowance service.

Article 36. Trainees possessing a work contract shall remain under the social security system, from which their salaried activity shall be remunerated.

Trainees who are not under a work contract and lack the qualifications for such a contract shall, taking account of the nature of activities for which the training course will prepare them, be affiliated either with the social security system or with the salaried agricultural workers social insurance program, or the social security system for unsalaried agricultural occupations, or with the social security system for unsalaried nonagricultural occupations, or the special social security system for French sailors.

For trainees belonging to the general social security system, the state shall share the social security contributions for which employers are responsible, in the same proportion as for the remunerations. When the trainees are not under a work contract, the social security contributions shall be made in a lump sum, the amount being fixed by decree.

For trainees who do not belong to the general system, decrees shall determine the conditions under which the state shall assume total or partial responsibility for social security contributions.

Article 37. Paragraph 2 of Article L. 416, section I, book IV of the social security code, relating to occupational accidents and illnesses, applies to all trainees included in the province of this section of the present law.

Article 38. Transportation expenses incurred by the workers in their attendance of the training sessions, which are the subject of this section of the present law, as well as for the return trip and for relocation, depending the requirements of said courses, shall be subject to a total or partial reimbursement.

Article 39. All of the court actions that occur in connection with liquidation, the payment and reimbursement of remunerations and compensations provided for by this section of the present law, as well as payment and the assumption of responsibility for social security and occupational accident contributions, belong to the competence of courts at the judiciary level.

Article 40.

I. Decrees issued by the Council of State shall determine, as needed, the procedures by which this section of the present law shall be applied, and in particular:

The conditions for approval, as provided for in paragraph two of Article 24 above.

The conditions for allocation and procedures for payment of remunerations or compensations, as provided for in Articles 25-28, 30 and 35 above.

The conditions under which the state shall assume partial responsibility for remunerations as provided for in Articles 29, 31, 32, 33 and 34 above.

The conditions under which the state shall assume responsibility for social security contributions pertaining to the remuneration of trainees, as provided for by Article 36 above.

The conditions for reimbursement for travel expenses, mentioned in Article 38 above.

II. The following shall be determined by decree:

The amount or rate of remuneration or compensation as provided for in Articles 25-28, 30 and 35, already cited.

The portion of remunerations to be borne by the state in fulfillment of Article 29 and 32-34, already cited.

III. Decisions of the Prime Minister, taken after counsel with the prominent group of high functionaries set up under Article 2 of the present law, shall determine the following:

The approved list provided for in paragraph 2 of Article 24 above.

List of occupational advancement courses and courses for the maintenance and improvement of knowledge, provided for in paragraph 3 of Article 24 above.

The list of short-term training periods, of less than one year duration, paragraph 3 of Article 30 above.

2. Law No. 71-576, chapter IV[2]

Law No. 71-576 of July 16, 1971. Relating to Apprenticeship

CHAPTER IV

Financial Provisions

Article 29. Under conditions determined by the decree called for in Article 39, a portion of the salary paid to apprentices:

a) Shall be accepted without restriction, with exoneration from the apprenticeship tax when their employers are accountable for this tax.

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[2] A complete English translation of this law may be found in—*Western European Education*, Vol. IV, No. 4. Winter 1973.

b) Shall be in the form of financial assistance, loaned against funds received by virtue of said tax, when their employers are not in a position to assign all or part of this portion of the salary to the tax for which they may be held accountable.

This is not to be subject to social, fiscal, or parafiscal obligations.

Article 30. The assistance mentioned in Article 29 b and the assistance given to apprenticeship centers by persons or companies accountable for the apprenticeship tax shall be grounds for complete exoneration from this tax within the limits of the percentage stated in Article 31 below.

Article 31. Persons or companies accountable for the apprenticeship tax may request exonerations in addition to those provided for under Articles 29 and 30, to the extent to which they may demonstrate that they have participated in the training of the apprentices, either under the conditions determined by these Articles, or by payments made to the public treasury, or under both these forms, by an amount at least equal to a given fraction of the apprenticeship tax for which they are accountable and which is to be determined by decree, as provided for in Article 39.

The amount of this percentage is necessarily subject to the achievements made by the apprenticeship.

The portion of the apprenticeship tax paid into the public treasury at the percentage rate indicated above is allocated to the assistance fund provided for under Article 30 above.

Article 32. The administrative bodies of the apprenticeship training center may accept subsidies for equipment and operating costs from the state, local communities, and public institutions.

3. Law No. 71-578

Law No. 71-578 of July 16, 1971, on the Financial Sharing of Employers in Primary Technical and Professional Training

Article 1. Subject to the satisfaction of the provisions of Article 31 of Law No. 71-576 of July 16, 1971, relating to apprenticeship, and with respect to the scale of distribution determined by interministerial decision, the employers specified in part 2 of Article 224 of the General Revenue Code may, upon request, obtain total or partial exoneration from the apprenticeship tax by reason of expenses actually incurred in the promotion of primary technical and professional training.

Primary technological and occupational training courses are those which prepare young people, before they enter their adult life, for employment as a laborer, specialized or certified worker, self-employed worker, employee of a family business, technician, advanced technician, engineer, or in a higher level of management in businesses belonging to various sectors of the economy. These primary training periods are provided either by an educational institution on a full-time, continuing basis, or in some other institution functioning in compliance with Law No. 71-577 of July 16, 1971, relating to technical education, or a Law No. 60-791 of August 2, 1960, relating to instruction and professional training for agriculture, or under conditions provided for in Law No. 71-576 of July 16, 1971, relating to apprenticeship.

Article 2. The exonerations provided for in the preceding Article are granted under conditions determined by Article 230 and 230 bis of the General Revenue Code. To comply with these provisions, the provincial committees on occupational training, social advancement and employment, set up by Article 2 of the Law of July 16, 1971, pertaining to organization of ongoing occupational training within the framework of continuing education, are replaced by provincial committees on technical education and by provincial organs provided for under Article 230 bis of the above-mentioned code.

Article 3. The rate of taxation for the apprenticeship tax is to be reduced from 0.6% to 0.5%.

Article 4.

1. Subject to provisions given below, the tax is collected according to methods as well as under securities, guarantees and sanctions applicable to taxes on gross receipts.

Payment of such taxes must be accompanied by a statement filed in accordance with Article 5 below.

2. Claims are to be presented, prepared, and judged in the manner reserved for taxes on gross receipts.

3. The employer may assign not only the amount of payment provided for in item 1 above but the amount of net expenses incurred and by reason of which the total or partial exoneration of apprenticeship tax is claimed, under conditions provided for under Article 2 of the present Law.

To the extent that the exoneration from the apprenticeship tax granted to the employer is less than the total allotment made by the employer, the complement of the required payment shall be greater than 10%. This increase is in lieu of the delayed indemnity that would normally be exacted, by virtue of the provisions of Article 1727 of the General Revenue Code, for the period preceding the date of notification that collection is to be made.

Article 5.

1. Employers are obligated, for all of their establishments located in France, to submit a statement, no later than April 5 of each year, upon receipt of the taxes in question, indicating among other things the number of salaries subject to apprenticeship tax that were paid during the preceding year, as well as the amount of exoneration requested.

2. In cases where the business is the subject of payments or bankruptcy suit, the statements pertaining to salaries that have not as yet been assessed for taxes shall be filed within 10 days of the suspension of payment or bankruptcy suit.

In case of court settlement or liquidation of goods, these statements shall be filed within 10 days of judgement.

In case of the employer's decease, these statements shall be filed within six months of his decease.

3. The request for exoneration, the amount of which shall occasion the allotment provided for in point 3 of Article 4, must be attached to the statement.

When this request has been filed after the exploration of the term provided for under point 1 above, the total amount of the exoneration that has been claimed shall be reduced by 10% where the delinquency does not amount to more than one month.

If the delinquency exceeds one month without exceeding two months, the exoneration shall be reduced by 50%. Beyond two months of delinquency, the application shall be rejected.

In cases involving a suspension of payments or bankruptcy suit, decease of the owner, court settlement, or liquidation of goods, the reduction shall be 25% when the request for exoneration was filed late, with a delinquency not exceeding one month in relationship to the term provided for under point 2 above. Beyond one month of delinquency, the request shall be rejected.

Article 6. Decrees shall determine, as needed, the measures by which the present Law shall be applied, especially the methods by which the program shall be set up and the content of the statement and the request for exoneration, as provided for under Article 5, as well as the receipt for taxes that is to accompany this statement.

Article 7. The present Law shall apply primarily to the apprenticeship tax, charged at the rate of the salaries paid in 1972.

Article 8. All legislative provisions relating to the apprenticeship tax are abrogated, wherever these are contrary to the provisions of the present Law.

Article 9. Counting from the date when Law No. 71-576 of July 6, 1971, relating to apprenticeship shall take effect in the provinces of Bas-Rhin, Haut-Rhin and Moselle, the tax imposed by Article 224 of the General Revenue Code will also apply to employers mentioned under point 2 of said Article, for establishments located in these three provinces, where this is the headquarters of the business.

Nevertheless, in exception to the provisions of Article 1 and 3 of the present Law, employers may, upon request, obtain total or partial exoneration from the tax due on salaries paid at the plants, when figured as the only payments, as provided for under Articles 29 and 30 of Law No. 71-576 of July 16, 1971, relating to apprenticeship; the tax rate will then and thereafter be equal to the percentage given in Article 31 of the latter Law.

The condition under which the present Law shall be applicable in overseas provinces is to be determined by decree in the Council of State.

Article 10. The provisions of the present Law and documents implementing it are to be inserted into the General Revenue Code by decree in the Council of State. This decree may

pertain to documents relating to formal adaptations necessary for their codification, although excluding any modification of the basic provisions.

The present Law will be enforced as Law of the national government.

Done at Paris, July 16, 1971.

GEORGES POMPIDOU.

APPENDIX C.

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